

# Nevada English Language Arts Standards Correlated to Merit Software Process Writing Programs

By End of Grade Five

| Standard  | Expectation   | Merit Software                 |
|---|---|--------------------------------|
| <p>Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience</p> | <ol style="list-style-type: none"> <li>1. Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources</li> <li>2. Write well-organized communications such as friendly or business letters in an appropriate format for a specific audience and purpose</li> <li>3. Write a narrative or story that develops a plot or sequence and uses “showing” rather than “telling” details to describe the setting, characters, and events of the story</li> <li>4. Write responses to literary selections by supporting ideas with selected examples</li> <li>5. Write short expository texts that speculate on causes and effects and offer simple persuasive evidence</li> </ol> | <p>Starter Paragraph Punch</p> |

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| <p>Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice</p> | <ol style="list-style-type: none"> <li>1. Generate ideas for future writing through activities such as clustering, brainstorming, and listening to and following story models</li> <li>2. Organize ideas through activities such as outlining, listing, webbing, and mapping</li> <li>3. Write paragraphs and compositions with main ideas that are supported by details and state a conclusion</li> <li>4. Revise compositions to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences</li> <li>5. Edit for use of standard English</li> <li>6. Produce writing with a voice that shows awareness of an intended audience and purpose</li> </ol> | <p>Starter Paragraph Punch</p> |
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**By End of Grade Eight**

| Standard  | Expectation   | Merit Software   |
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| <p>Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience</p> | <ol style="list-style-type: none"> <li>1. Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources</li> <li>2. Write career and workplace</li> </ol> | <p>Paragraph Punch</p> <p>Essay Punch</p> <p>Writing for Business</p> <p>Business English Fitness</p> <p>Business Letter Punch</p> |

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|  | <p>communications, such as business letters, resumes, or job applications</p> <ol style="list-style-type: none"><li>3. Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description</li><li>4. Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience</li><li>5. Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples</li><li>6. Write coherent compositions with a controlling impression or thesis statement</li><li>7. Revise writing, using given criteria, such as rubrics or feedback from others, to improve word choice, organization, and point of view</li><li>8. Edit for use of standard English</li><li>9. Produce writing with a voice that is expressive and appropriate to audience and purpose</li></ol> |  |
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| <p>Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice</p> | <ol style="list-style-type: none"> <li>1. Generate ideas for writing by using a variety of strategies such as interviewing; discussing with peers; or responding to literature, film, art, and other media</li> <li>2. Use organizing techniques appropriate to the purpose for writing</li> </ol> | <p>Paragraph Punch</p> <p>Essay Punch</p> |
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By End of Grade Twelve

| Standard  | Expectation  | Merit Software   |
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| <p>Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience</p> | <ol style="list-style-type: none"> <li>1. Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual</li> <li>2. Produce subject-specific technical writing, such as instructions for a shop project or field reports for science</li> <li>3. Write reflective texts that draw comparisons between specific incidents and broader themes</li> <li>4. Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone</li> <li>5. Write persuasive texts that evaluate, interpret, or speculate using specific rhetorical devices to support assertions; clarify and defend positions with</li> </ol> | <p>Paragraph Punch</p> <p>Essay Punch</p> <p>Business English Fitness</p> <p>Business Letter Punch</p> <p>Writing for Business</p> |

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|   | precise and relevant evidence   |   |
| Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice | <ol style="list-style-type: none"> <li>1. Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style</li> <li>2. Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea, theme, or purpose</li> <li>3. Write compositions that present complex ideas in a sustained and compelling manner</li> <li>4. Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others</li> <li>5. Edit for use of standard English</li> </ol> | <p>Paragraph Punch</p> <p>Essay Punch</p> |